

Indiana Department of Education

Guide to Test Interpretation

Grade 5 Science

Fall 2003

School Year 2003–2004

ISTEP+

Indiana Statewide Testing
For Educational Progress



CTB
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A Message from Dr. Suellen Reed

December 2003

Dear Educators:

The *Guide to Test Interpretation* (GTI) provides important information to aid you in interpreting your students' test scores. Greater understanding of the test results will help you better communicate the findings to other educators, parents, students, and community members.

The fall 2003 administration of *ISTEP+* measured the performance of Indiana's Grade 5 students for the first time against Indiana's Academic Standards in science. In addition to distributing parent/student and teacher's editions of these standards, we have provided Curriculum Frameworks to educators to support their classroom activities.

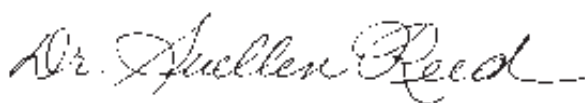
Assessing science achievement is one part of the requirements under the federal No Child Left Behind Act of 2001. The fall 2003 exam will serve as a foundation on which future progress in science achievement will be measured.

Since this is the first state measurement of science achievement, it is especially important that you interpret test data thoroughly and accurately. The *Guide to Test Interpretation* is designed to provide you with a report-by-report explanation of this year's science test results. Students' weaknesses and strengths, as identified by the test results, should serve as the basis for making informed instructional decisions.

ISTEP+ Science results will precipitate a number of activities at the local level. Program evaluations, research-based activities, and a strong communication effort within both your school buildings and school communities can help facilitate improvement. Emphasizing the significance of this data and fostering the involvement of parents and stakeholders in a continuous improvement model will help us move farther and faster toward our education goals.

We expect the *Guide to Test Interpretation* will be helpful to you and will strengthen your knowledge of *ISTEP+* and its results.

Sincerely,

A handwritten signature in cursive script that reads "Dr. Suellen Reed". The signature is written in dark ink and includes a long horizontal flourish at the end.

Dr. Suellen Reed
Superintendent of Public Instruction

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NOTE: The values used in the reports in this guide were selected before the cut scores were determined and may be very different from the actual values.

Understanding *ISTEP+* Grade 5 Science Assessment Results

What can you learn from *ISTEP+*?

Taxpayers, parents, and educators ask many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

“Are all of our students attaining the skills they need to succeed?”

“What kind of individual instruction would help my child?”

ISTEP+ provides information that will help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered the Indiana Academic Standards, as established by the State Board of Education for the science content area. (See page 9 for performance level definitions.)
- To what extent the students in your classroom, school, and corporation as a group are attaining mastery of the science Academic Standards.

What is a criterion-referenced score?

Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards. These scores are developed based on Item Response Theory (see page 8). The most valuable application of criterion-referenced information is to identify a student’s strengths and needs and to plan appropriate instruction.

Criterion-referenced scores are presented by Academic Standard within each content area, as follows:

Criterion-Referenced Score Categories	
Domain	Science
Academic Standard	1. The Nature of Science and Technology 2. Scientific Thinking : :

Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These models describe the behavior of test questions, or items, and examinees. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice items, and another is used for the constructed-response items.

The two models are used in combination with test data to characterize items and generate student scale scores. Both models use the data to determine how difficult each item is and how well each item accurately identifies students who do and do not have the skill being tested by the item. The multiple-choice model also describes the degree to which students can guess the correct answer to each item.

Pattern Scoring

The statistical characteristics of the items can affect a student's total test score (scale score). This is particularly true with *ISTEP+*, because it is pattern scored. Pattern scoring incorporates information from items using the IRT model. In contrast, raw scoring or number-correct scoring simply notes whether or not the student answered the item correctly. Both pattern scores and raw scores can be considered ability scores used to represent a student's ability level. To illustrate the differences between pattern scoring and raw scoring, consider two students, Student 1 and Student 2, who both correctly answer 20 items. Student 1 answers the 20 most difficult items, while Student 2 answers the 20 easiest. With raw scoring, both students receive the same raw (ability) score, indicating both students have the same "ability," and the highest raw score possible is equal to the total number of items on a test. In contrast, when the pattern of the items answered correctly is taken into account—that is, when the information about the difficulty of the items (among other item characteristics) is considered—Student 1 rightly receives a higher ability score.

Scale Scores

When ability scores are placed on a scale different from the raw score or number-correct scale, they are called "scale scores." The ability scores are transformed and placed onto a scale, much like taking a degree of temperature on the Celsius scale and transforming it onto the Fahrenheit scale. How hot or cold the temperature is does not change. What does change is the scale used to describe the temperature. In the same way, ability scores can be described by different scales and still maintain their meaning as an indication of ability.

Cut Scores and Performance Levels

New federal legislation, No Child Left Behind, requires that student achievement be reported in terms of at least three performance levels. One of these performance levels is designated as the proficient level. Each state must determine the number of performance levels to use, as well as the meaning associated with those levels. For the Grade 5 Science Assessment, the *ISTEP+* test scale is divided into three performance levels using two cut scores. The cut score is the score that separates the performance levels. Based on their *ISTEP+* scale scores, students are placed into one of three performance levels: Did Not Pass, Pass, and Pass+. For Indiana students, the performance level labeled “Pass” is the proficient level.

Each performance level has a descriptor: a description of what students can do in terms of the content and skills measured by *ISTEP+*. By examining the descriptor for a level in which a student has been placed, teachers, parents/guardians, and the student can gain an understanding of the student’s current knowledge of a particular content area. Performance level information can be used to help plan individual instructional goals for the student.

In addition, an Undetermined category is reported for any student whose *ISTEP+* scores for science are incomplete (i.e., all or part of the test was not taken or was considered invalid by the examiner).

Academic Standards Scores

Indiana’s Academic Standards are listed by subject on the Student Report, the Class Academic Standards Report, the Academic Standards Summary, and the Group Academic Standards Summary.

The Indiana Performance Index (IPI) is used to indicate a student’s performance on the Academic Standards. This is a statistical value that reflects the number of items a student would have answered correctly if the student had responded to 100 similar items for the specific Academic Standard on the test. It is a better measure of the student’s performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Academic Standard, the Student Performance score is shown, along with the Passing Level score for a student at the standard and the difference between the two scores.

The Class Academic Standards Report indicates whether students have mastered each Academic Standard. Symbols appear on this report indicating 1) mastery, 2) non-mastery, and 3) if a subtest was omitted or invalid. Mastery of an Academic Standard indicates that the Student Performance is equal to or greater than the Passing Level for a student at the standard.

The corporation Group Academic Standards Summary provides a summary of students' performance for all schools in the corporation.

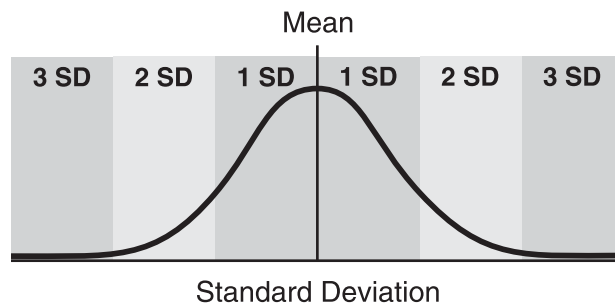
Note: All sample reports shown in this guide contain simulated data only.

Mean and Median Scores

On *ISTEP+* reports, summary information for a group (such as a class) is sometimes presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. Scores reported on ordinal scales, such as national percentile ranks, cannot be averaged. For these, *ISTEP+* presents a median score. The median is the middle score (50% of the scores fall below it). In a normal distribution, the mean and the median scores are equal.

Standard Deviation

The Standard Deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, “normal” curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five standard deviations of the mean score.



***ISTEP+* Testing Program**

New Reporting for the Grade 5 Science Assessment

The Grade 5 Science Assessment was first field tested in January 2001. The test was put on hold by the State Budget Agency until 2003. The first operational test was administered in September 2003.

Whenever a new test is administered, new cut scores and performance levels must be determined. The cut score setting process was implemented with a diverse committee of educators representing many important groups in Indiana. During this process, participants established cut scores by engaging in a structured conversation that includes discussion of content standards, performance levels, the test, and expectations for student performance.

***ISTEP+* Reports for Grade 5 Science**

This guide will help you understand *ISTEP+* test results and reports in order to apply the results toward the goal of improving educational opportunities for students. The guide will also help you to be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a sample letter to parents is included at the end of this guide for your use.

Each *ISTEP+* report is designed to present clearly the information most useful to you and to parents. The audience for and number of copies of each report are listed in the table on the following page.

ISTEP+ Report Information	
Report	Number of Copies
For Teachers	
Student Report	3
Class Proficiency Grouping Report	1
Proficiency Roster	1
Class Academic Standards Report	1
Undetermined Status Roster	2
ISTEP+ Label	1
For School Administrators	
Proficiency Roster	1
School Proficiency Performance Summary	1
Disaggregation Summary Report	1
Applied Skills Frequency Distribution	1
For Corporation Administrators	
Proficiency Roster (school)	1
School Proficiency Performance Summary	1
Corporation Proficiency Performance Summary	2
Disaggregation Summary Report (school)	1
Disaggregation Summary Report (corporation)	2
Academic Standards Summary (corporation)	2
Group Academic Standards Summary (corporation)	2
Applied Skills Frequency Distribution (school/corporation)	1 each
Undetermined Status Roster	1
Academic Standards Frequency Distribution	1

Copies of student answers to the constructed-response items, as they appeared in the Science Assessment forms, will be returned to the teachers for their assistance in reviewing the students' performance. The teacher may use these papers, in conjunction with information in the *Teacher's Scoring Guide*, to assist in further evaluating a student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in a folder marked Image Print. This copy is to be used with the student's imaged responses to the Science Assessment.

The ISTEP+ score reports are packaged by class, school, and corporation, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. Please review the previous section in this guide, “Understanding *ISTEP+* Grade 5 Science Assessment Results.” You will also find a glossary at the end of the guide.

Sample Letter to Parents

To help the teacher explain the *ISTEP+* reports to parents, a sample letter to parents is provided on page 53. You may duplicate or edit the letter to make it appropriate for your use.

Reports for Teachers

Student Report

Page 1 of the Student Report contains student performance data for science. The top section of this report lists a student's scale score and shows whether the student is placed in the Did Not Pass, Pass, or Pass+ performance level. Page 2 contains the student's Applied Skills results. The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child's strengths and needs and helps them become more involved in the child's learning process. Three copies of this report are provided. Two copies are for school use and one copy is for the parent.

Criterion-Referenced Information

The top section of this report, called "Indiana Academic Standards," reports the student's scale score in science and relates it to the three performance levels (see page 9 for definition) established by the State Board of Education. Students whose scores place them in the Pass or Pass+ performance levels meet the Indiana Academic Standards.

The center section lists the Academic Standards measured by *ISTEP+* for the Science Assessment. Next to each standard, the student's academic performance is indicated by the Student Performance, along with the Passing Level for a student at the standard and the difference between the two scores.

Sample Student Report

The sample Student Report presents results for Mary Brown. The top section of the report describes Mary's performance as measured against the Indiana Academic Standards, and it shows her achievement as a scale score compared with the three performance levels adopted by the Board of Education.

On the same report, Academic Standards for science are listed. Reading to the right of the first Academic Standard, The Nature of Science and Technology, you will see that Mary achieved a Student Performance score of 63 as compared with the Passing Level score of 76, or 13 points lower than the Passing Level.

Mary's science total score is reported in two ways:

- a scale score of 337 (see performance levels in area C), and
- the Student Performance for each Academic Standard.

This scale score indicates that Mary did not pass the Indiana Academic Standards in science.

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Student Report

MARY BROWN **A**

Grade: 5
Simulated Data

Purpose
This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.



Birthdate: 10/15/92
Special codes:
ABCDEFGHIJKLMNQRST
.....5101..11100
Test Date: 09/15/03
B
STRCODES: 4690-3333
Class: GRADY
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED



Page 1

Indiana Academic Standards **C**

The **Indiana Academic Standards** describe what students should know and be able to do in Science. This test was created to measure whether students have learned what we expect them to know.

Science	DID NOT PASS		
Student Score:	337		
Category	Did Not Pass	Pass	Pass+
Score Range	100-403	404-509	510-690
	100		690

Your child's score is 337 in Science, which means that your child did not pass the Science portion of ISTEP+.

E F G							
Science	Student Performance	Passing Level	Difference				
D Nature of Science & Tech(MC,OE)	63	76	-13				
Scientific Thinking(MC,OE)	50	69	-19				
The Physical Setting(MC,OE)	85	93	-8				
The Living Environment(MC,OE)	82	91	-9				
The Mathematical World(MC)	47	50	-3				
Common Themes(MC,OE)	87	92	-5				

H I MC: Multiple-choice items OE: Open-ended items
Science
Your child's score does not meet Indiana Academic Standards on the ISTEP+ test in Science and your child is eligible for remediation from the school. Please contact the school to set up a conference to discuss these test results and to address your child's educational needs. The test results show that some of your child's areas of weakness are:
Scientific Thinking; Nature of Science & Tech; The Living Environment.

Please turn this report over to see the Open-ended (OE) questions that contributed to your child's total score.

Highlights of the Student Report

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.
- C** Explains the student's performance relative to the cut scores established by the Board of Education.
- D** Lists the Academic Standards.
- E** Shows the Student Performance on each Academic Standard.
- F** Indicates the Passing Level for a student meeting the standard for each Academic Standard.
- G** Shows the difference (+ or –) between the Student Performance and the Passing Level for a student at the standard.
- H** Defines symbols and acronyms used in this report.
- I** Lists student's areas of strength and weakness.

Sample Student Report (Back)

The sample Student Report (Back) provides test results for Mary Brown. Under Science, Test 1, one can observe that item number 26 of this test is located on page 12 of the test book and that Mary scored one point out of two points possible for this item.

Highlights of the Student Report (Back)

- A** Identifies the student's name and grade.
- B** Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.
- C** Lists each item and its Academic Standard by test.
- D** Indicates the page number on which the item appears in the test book.
- E** Presents the number of score points that the student earned for the given Applied Skills item, or, if no score, the letter of the condition code.
- F** Indicates the number of points possible for the given Applied Skills item.
- G** Explains condition codes.
- H** Provides information for parents.

Class Proficiency Grouping Report

This report groups students according to their performance relative to the cut scores (see page 9 for definition) for the Science Assessment.

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Class Proficiency
Grouping Report


Class: WEBB

Grade: 5

Simulated Data

Purpose

This report groups the students
alphabetically by proficiency category.
This report helps identify students with
similar knowledge and skills by content
area.



No. of Students: 28

Test Date: 09/15/03

STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Page 1

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CTBID: 01341M016485001-05-00003-000016

B

Science Pass+	Science Pass	Science Did Not Pass	Science Undetermined
PEARSON, BETH A POWEL, PETER R QUINCY, MATTHEW F SANDFORD, MARCUS C SPRY, BILL S SHAW, EDWARD A SHEARING, DEBRA M SILVER, DEBRA E TENNEY, DONNA J WHITE, RAY J YAMAMOTO, CHRIS L YOUNG, STEVE	BRADLEY, PAMELA PARKER, ZACH E QUINCY, MARIA L REYNOLDS, STEVE TUCKER, ALEX N	CARTWRIGHT, NANCY GOLD, KENNETH NELSON, DAVE R WESTON, EDWARD G	MARTIN, DOUG NELSON, DAN PLATT, TONY B RAMOS, JAMES SINCLAIR, ROBERT SMITH, LISA WATSON, JOHN

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Highlights of the Class Proficiency Grouping Report

- A** Identifies the class by the teacher's name and grade.
- B** The columns report performance levels. Students are listed alphabetically within the performance levels.
- C** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

Highlights of the Proficiency Roster

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically within the class.
- C** Provides each student's scale score and performance level.
- D** Provides summary information for the class.
- E** Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.
- F** Defines the symbols and acronyms used in this report.

Class Academic Standards Report

The Class Academic Standards Report presents Academic Standards information for all the students in your class on a single report. It presents mastery information for each student and summarizes the performance of the class as a whole.

Academic Standards Information

The name of each student in the class appears in alphabetical order across the top of the report. The column below the student's name presents mastery information for that student. The Academic Standards for the grade appear on the left side of the report.

To the right of each Academic Standard the following information appears:

- the number of students who mastered the Academic Standard, and
- the percentage of students who mastered the Academic Standard.

You can use this information to identify areas in which students may need additional instruction.

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Class Academic Standards Report

Class: GRADY

Grade: 5

Simulated Data

Purpose
This report provides an analysis of Academic Standards performance and can be used to analyze curriculum strengths and needs.



No. of Students: 36

Test Date: 09/15/03

STRCODES: 4690-3333
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. A student has mastered a given Academic Standard if the student's IPI meets or exceeds the IPI expected for a student at the standard.

	D	E	B
	Number Mastery	Percent Mastery	
Science			
1. Nature of Science & Tech(MC,OE)	14	58	
2. Scientific Thinking(MC,OE)	13	54	
3. The Physical Setting(MC,OE)	14	58	
4. The Living Environment(MC,OE)	14	58	
5. The Mathematical World(MC,OE)	14	58	
6. Common Themes(MC,OE)	14	58	

Highlights of the Class Academic Standards Report

- A** Identifies the class by the teacher's name and grade.
- B** Lists students alphabetically by name from left to right.
- C** Lists Academic Standards.
- D** Shows the number of students who mastered each Academic Standard.
- E** Shows the percentage of students who mastered each Academic Standard.
- F** Indicates the test date, and identifies the corporation-school number, school, corporation, county, and state.
- G** Defines the symbols and acronyms used in this report.

Highlights of the Undetermined Status Roster

- A Identifies the class by teacher’s name and grade.
- B Lists students alphabetically who have an Undetermined status.
- C Indicates which test was invalidated or not completed.
- D Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

ISTEP+ Label

The *ISTEP+* Label presents an individual student’s criterion-referenced test results in a form that you can easily attach to the student’s permanent record.

BROWN	MARY	F				
BROWN	MARY	F	ISTEP+			SCIENCE
DOB:	10/15/92		PASS CUT SCORE			404
STN:	123456789		PASS+ CUT SCORE			510
GRADE:	5		STUDENT SCORE			337
TEST DATE:	9/15/03		PROFICIENCY LEVEL			DID NOT PASS
SCHOOL:	SCHOOL ONE					
CORP:	CORP ONE					

Reports for the School Administrator

Proficiency Roster

This report lists alphabetically all students in the school by grade and tells the principal how each student performed on the Science Assessment. Shown next to the performance level is the scale score for each student.

In the upper portion of the report, summary information is given for the school as a whole. This includes the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the cut scores to show the number and percentage of students scoring at the Pass+, Pass, and Did Not Pass performance levels.

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Proficiency Roster

School: SCHOOL ONE **A**

Grade: 5

Simulated Data

Purpose
This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.



Test Date: 09/15/03

STRCODES: 4690-3333
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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Science **D**

Highest Scale Score Obtained	690	No./PCT Pass+	31 / 16%
Mean Scale Score (SS)	416.3	No./PCT Pass	113 / 59%
Lowest Scale Score Obtained	100	No./PCT Did Not Pass	41 / 21%
Standard Deviation	64.3	No./PCT Undetermined	6 / 3%
Low/High Score Possible	100-690	No. of Students Listed	191

Score Range:		Did Not Pass 100-403	Pass 404-509	Pass+ 510-690
No.	Student	Score (SS)	Category	
1	ABLE, ALYSSA C	430	Pass	
2	ABRAMS, ANDREW J	290	D.N.P.	
3	ARCHER, KRYSTAL L	326	D.N.P.	
4	AULT, LINDSEY R	488	Pass	
5	BAIRD, DANIEL P	418	Pass	
6	BALL, JESSICA R	431	Pass	
7	BARNARD, JORDAN M	365	D.N.P.	
8	BAUGHMAN, WESLEY M	419	Pass	
9	BEAVERS, BRITTNEY N	505	Pass	
10	BELL, ALYSSA C	260	D.N.P.	
11	BENNET, MELANIE A	130	D.N.P.	
12	BENSON, MEGAN A	478	Pass	
13	BIRKHOFF, APRIL N	455	Pass	
14	BLAIR, JOSHUA A	415	Pass	
15	BLAKE, ASHLY D	436	Pass	
16	BOLING, NATHAN J	447	Pass	
17	BOWERS, HAYLEY R	264	D.N.P.	
18	BRADFORD, NELL S	#	UND	
19	BRADFORD, SAM B	417	Pass	
20	BREWER, COLE D	327	D.N.P.	
21	BREWER, JESSICA C	438	Pass	
22	BREYER, TANYA N	507	Pass	
23	BROWN, MARY F	337	D.N.P.	
24	BURRELL, MACKENZI I	484	Pass	
25	CARTER, KAYLA M	448	Pass	
26	CHASTAIN, BRANDON L	431	Pass	
27	CHONG, BROOKE N	204	D.N.P.	
28	COATES, CAITLIN N	602	Pass+	
29	COFFIN, AMANDA L	411	Pass	
30	CORNETT, BRITTNEY K	439	Pass	
31	COVEY, ASHLEY N	690	Pass+	
32	COWEN, BRANDO M	456	Pass	
33	COWLES, CHELSIE D	508	Pass	
34	COWLES, MICHAEL D	488	Pass	
35	COX, BRANDO L	346	D.N.P.	
36	CRAIG, MARIE P	105	D.N.P.	
37	CUMMINGS, SHIANNE R	455	Pass	
38	CURTAIN, JESSICA N	272	D.N.P.	
39	DAVERS, DENNIS R	420	Pass	
40	DAVIDSON, HANA M	436	Pass	

F #: No score due to invalid or omitted subtest
UND: Undetermined

D.N.P.: Did Not Pass

Page 1

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Mockup Version Date: 05/12/03

Highlights of the Proficiency Roster

- A** Identifies the school and grade.
- B** Lists students alphabetically within the school for the grade tested.
- C** Provides each student's scale score and performance level.
- D** Provides summary information for the school.
- E** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- F** Defines the symbols and acronyms used in this report.

A section at the bottom of the report called “Summary of Scores” provides school averages, standard deviations, and score ranges. For each of the performance levels Pass+, Pass, and Did Not Pass, the mean scale score, the standard deviation, the lowest and highest scale scores obtained, and the lowest and highest scale scores for each proficiency level are shown.

ISTEP+

INDIANA STATEWIDE TESTING
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School Proficiency Performance Summary


School: SCHOOL ONE

Grade: 5

Simulated Data

Purpose

This report provides the number and
percent of students in each performance
category.



Test Date: 09/15/03

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

D

	Science Pass+	Science Pass	Science Did Not Pass	Science Undetermined	
Science TOTALS	<div style="background-color: #cccccc; width: 16%; height: 15px; margin: 0 auto;"></div> 16% 31 Students Pass+ in Science	<div style="background-color: #cccccc; width: 59%; height: 15px; margin: 0 auto;"></div> 59% 113 Students Pass in Science	<div style="background-color: #cccccc; width: 21%; height: 15px; margin: 0 auto;"></div> 21% 41 Students Did Not Pass in Science	<div style="background-color: #cccccc; width: 3%; height: 15px; margin: 0 auto;"></div> 3% 6 Students Undetermined in Science	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> B Summary of Student Counts Total Grade Count 191 </div>

E

Summary of Scores	Science			L/H Range: Lowest/Highest Scale Score Range of Proficiency Level
	Pass+	Pass	Did Not Pass	
Mean Scale Score	516.3	MSS: 532.5	MSS: 456.2	MSS: 336.2
Pass Cut Score	404	SD: 39.4	SD: 22.7	SD: 32.9
Pass+ Cut Score	510	L/H Obt: 516-591	L/H Obt: 426-509	L/H Obt: 230-374
Standard Deviation	64.3	L/H Range: 510-690	L/H Range: 404-509	L/H Range: 100-403
Lowest/Highest Scale Score Obtained	230-591	31 Students Pass+	113 Students Pass	41 Students Did Not Pass
Lowest/Highest Scale Score Possible	100-690			

MSS: Mean Scale Score
SD: Standard Deviation
L/H Obt: Lowest/Highest Scale Score Obtained

F

G

C

B

A

D

E

F

C

B

A

D

E

F

C

B

A

D

E

F

C

B

A

D

E

F

C

B

A

D

E

F

C

B

A

**Highlights of the
School Proficiency
Performance
Summary**

- A** Identifies the school and grade.
- B** Reports the number of students.
- C** Provides school summary information.
- D** Reports student performance-level information.
- E** Provides school summary scores by performance level.
- F** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- G** Defines the acronyms used in this report.

Reports for the School Administrator

Disaggregation Summary Report

The Disaggregation Summary Report presents the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), Did Not Pass, and Undetermined. This information is provided for all students, as well as certain subgroups—e.g., special education students with and without accommodations.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Disaggregation Summary Report

School: SCHOOL ONE

Grade: 5

Simulated Data

Purpose

This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

STRCODES: 4690-3333

Corporation: CORP ONE

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

D				E				F				G	
Science	Total Number of Students	Pass+ N	%	Pass N	%	Total Passing N	%	Did Not Pass N	%	Undetermined N	%	Median Scale Score	Low/High Scale Score Obtained
All Students	191	31	16	113	59	144	75	41	21	6	3	512.3	330/690
General Education													
With accommodations (e.g. 504 students)	1	***	***	***	***	***	***	***	***	***	***	***	***/***
Without accommodations	165	29	18	104	63	133	81	27	16	5	3	515.1	390/690
TOTAL	166	29	17	104	63	133	81	28	17	5	3	515.1	390/690
Special Education													
With accommodations	13	0	0	2	15	2	15	10	77	1	8	406.5	330/536
Without accommodations	12	2	17	7	58	9	75	3	25	0	0	509.0	411/590
TOTAL	25	2	8	9	36	11	44	13	52	1	4	457.8	330/590
Limited English Proficiency													
With accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Without accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***/***
TOTAL	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Non-Limited English Proficiency													
With accommodations	14	***	<5	***	<5	***	<5	***	>95	***	<5	***	***/***
Without accommodations	177	31	18	113	64	144	81	27	15	6	3	514.7	390/690
TOTAL	191	***	***	***	***	***	***	***	***	***	***	***	***/***
Gender													
Male	85	15	18	52	61	67	79	15	18	3	4	512.8	375/690
Female	105	16	15	60	57	76	72	26	25	3	3	511.5	330/690
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***/***
SES													
Paid lunch	155	27	17	98	63	125	81	29	19	1	1	514.7	375/690
Free or reduced lunch	36	4	11	15	42	19	53	12	33	5	14	499.0	330/628
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Ethnicity													
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***/***
Black (not of Hispanic origin)	3	***	***	***	***	***	***	***	***	***	***	***	***/***
Asian or Pacific Islander	2	***	***	***	***	***	***	***	***	***	***	***	***/***
Hispanic	2	***	***	***	***	***	***	***	***	***	***	***	***/***
White (not of Hispanic origin)	182	29	16	110	60	139	76	39	21	4	2	512.8	330/690
Multiracial	2	***	***	***	***	***	***	***	***	***	***	***	***/***
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***/***

The cut score at Pass is 404. The cut score at Pass+ is 510.

The Lowest/Highest Scale Score Possible for Science is 100/690.

*** Value not computed for fewer than 10 students

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CTBID: 01341M016485001-05-00003-000016

**Highlights of the
Disaggregation
Summary Report**

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the student subgroups.
- D** Lists the total number of students.
- E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.
- F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)
- G** Indicates the lowest and highest scale scores obtained.

Highlights of the Applied Skills Frequency Distribution

- A** Identifies the school and grade.
- B** Indicates the test date and identifies the corporation-school number, corporation, county, and state.
- C** Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring rubrics and standards, are found in the *ISTEP+ Teacher's Scoring Guide*.
- D** Lists the total number of students tested in the school.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

Note: All condition codes convert to 0 points obtained.

Reports for the Corporation Administrator

Corporation Proficiency Performance Summary

This report summarizes groups of students according to performance level. Each column provides the number and percentage of students who scored in each performance level.

The section titled "Summary of Student Counts" shows the total number of students taking the Science Assessment and the number with Undetermined status for the assessment.

A section at the bottom of the report called "Summary of Scores" provides school averages, standard deviations, and score ranges. For each of the performance levels Pass+, Pass, and Did Not Pass, the mean scale score, the standard deviation, the lowest and highest scale scores obtained, and the lowest and highest scale scores for each proficiency level are shown.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS


**Corporation Proficiency
Performance Summary**

Corporation: CORP ONE **A**

Grade: 5

Simulated Data

Purpose
This report provides the number and percent of students in each performance category.



Test Date: 09/15/03

STRCODES: 4690
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

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D

	Science Pass+	Science Pass	Science Did Not Pass	Science Undetermined	
Science TOTALS	16% 31 Students Pass+ in Science	59% 113 Students Pass in Science	21% 41 Students Did Not Pass in Science	3% 6 Students Undetermined in Science	Summary of Student Counts Total Grade Count
					191

Summary of Scores **C**

Science	Pass+	Pass	Did Not Pass
Mean Scale Score	516.3	452.5	456.2
Pass Cut Score	404	39.4	22.7
Pass+ Cut Score	510	L/H Obt: 516-591	L/H Obt: 426-509
Standard Deviation	64.3	L/H Range: 510-690	L/H Range: 404-509
Lowest/Highest Scale Score Obtained	230-591	31 Students Pass+	113 Students Pass
Lowest/Highest Scale Score Possible	100-690		41 Students Did Not Pass

E

Science	Pass	Did Not Pass
MSS: Mean Scale Score	532.5	456.2
SD: Standard Deviation	39.4	22.7
L/H Obt: Lowest/Highest Scale Score Obtained	516-591	426-509
L/H Range: Lowest/Highest Scale Score Range of Proficiency Level	510-690	404-509

**Highlights of the
Corporation
Proficiency
Performance
Summary**

- A** Identifies the corporation and grade.
- B** Reports the number of students.
- C** Provides corporation summary information.
- D** Reports student performance-level information.
- E** Provides corporation summary scores by performance level.
- F** Indicates the test date and identifies the corporation number, county, and state.
- G** Defines the acronyms used in this report.

Academic Standards Summary

The corporation Academic Standards Summary provides criterion-referenced information from the Science Assessment, summarizing the performance of students for an individual school. Schools may contact their Corporation Test Coordinator to request a copy of this report.

ISTEP+

**INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS**

Academic Standards Summary

Corporation: CORP ONE

Grade: 5

Simulated Data

Purpose

This report provides an analysis of Academic Standards using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.



No. of Students: 362

Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED



Page 1

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Academic Standard. The Difference score is the Mean IPI minus the IPI at the passing cut score.

MC: Multiple-choice items

OE: Open-ended items

** : Expected IPI for a student at the passing cut score

[illegible]

Highlights of the Academic Standards Summary

- A** Identifies the corporation and grade.
- B** Identifies the name of an individual school (one school per page).
- C** Lists Academic Standards.
- D** Shows the number of score points that assess each Academic Standard and lists the Indiana Performance Index (IPI) at the passing cut score.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean and the IPI at the passing cut score.
- F** Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).
- G** Defines report symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation number, county, and state.

Highlights of the Group Academic Standards Summary

- A** Identifies the corporation and grade.
- B** Lists schools alphabetically by name from left to right.
- C** Lists Academic Standards.
- D** Shows the number of score points that assess each Academic Standard and lists the expected Indiana Performance Index (IPI) at the passing cut score.
- E** Lists the mean number of score points obtained by the students in your corporation by grade, the mean IPI obtained by your students, and the difference between the mean IPI and the IPI at the passing cut score.
- F** Lists the number of students and the percentage of students who obtained mastery of each Academic Standard (achieved an IPI at or above the standard).
- G** Defines the report symbols and acronyms used in this report.
- H** Indicates the test date and identifies the corporation number, county, and state.

Disaggregation Summary Report

The Disaggregation Summary Report presents, at the corporation level, the total number of students with scores identified as passing with high achievement (Pass+), passing (Pass), Did Not Pass, and Undetermined. This information is provided for all students, as well as for certain subgroups—e.g., special education students with and without accommodations.

ISTEP+ INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Disaggregation Summary Report

Corporation: CORP ONE

Grade: 5

Simulated Data

Purpose

This report describes group achievement for selected reporting populations.



Test Date: 09/15/03

STRCODES: 4690

County: COUNTY ONE

State: INDIANA STATE DEPT OF ED

	D				E				F				G
Science	Total Number of Students	Pass+ N	%	Pass N	%	Total Passing N	%	Did Not Pass N	%	Undetermined N	%	Median Scale Score	Low/High Scale Score Obtained
All Students	372	45	12	215	58	260	70	102	27	10	3	504.6	301/690
General Education													
With accommodations (e.g. 504 students)	5	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	329	43	13	200	61	243	74	77	23	9	3	508.8	301/690
TOTAL	334	43	13	203	61	246	74	79	24	9	3	508.8	301/690
Special Education													
With accommodations	22	0	0	5	23	5	23	16	73	1	5	422.3	330/542
Without accommodations	16	2	13	7	44	9	56	7	44	0	0	484.8	387/590
TOTAL	38	2	5	12	32	14	37	23	61	1	3	450.0	330/590
Limited English Proficiency													
With accommodations	6	***	***	***	***	***	***	***	***	***	***	***	***
Without accommodations	3	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL	9	***	***	***	***	***	***	***	***	***	***	***	***
Non-Limited English Proficiency													
With accommodations	16	0	0	3	19	3	19	13	81	0	0	412.0	330/536
Without accommodations	347	45	13	210	61	255	73	82	24	10	3	506.3	301/690
TOTAL	363	45	12	213	59	258	71	95	26	10	3	502.3	301/690
Gender													
Male	168	21	13	96	57	117	70	46	27	5	3	501.6	301/690
Female	203	23	11	119	59	142	70	56	28	5	2	505.4	330/690
No valid information	1	***	***	***	***	***	***	***	***	***	***	***	***
SES													
Paid lunch	306	40	13	178	58	218	71	83	27	5	2	503.9	301/690
Free or reduced lunch	66	5	8	37	56	42	64	18	27	5	8	502.1	330/628
No valid information	0	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity													
American Indian or Alaska Native	9	***	***	***	***	***	***	***	***	***	***	***	***
Black (not of Hispanic origin)	29	2	7	15	52	17	59	9	31	3	10	500.8	330/690
Asian or Pacific Islander	15	5	33	4	27	9	60	6	40	0	0	497.3	386/662
Hispanic	42	1	2	22	52	23	55	18	43	1	2	498.0	339/660
White (not of Hispanic origin)	270	37	14	165	61	202	75	62	23	6	2	502.2	301/690
Multiracial	4	***	***	***	***	***	***	***	***	***	***	***	***
No valid information	3	***	***	***	***	***	***	***	***	***	***	***	***

The cut score at Pass is 404. The cut score at Pass+ is 510.

The Lowest/Highest Scale Score Possible for Science is 100/690.

*** Value not computed for fewer than 10 students

Highlights of the Disaggregation Summary Report

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Identifies the student subgroups.
- D** Lists the total number of students.
- E** Indicates the number and percentage of students who obtained Pass+, Pass, or Did Not Pass scores or who were Undetermined. The Total Passing column indicates the total number of students in the Pass+ and Pass columns.
- F** Indicates the median scale scores. (Not computed for groups with fewer than 10 students.)
- G** Indicates the lowest and highest scale scores obtained.

**Highlights of the
Applied Skills
Frequency
Distribution**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Identifies the item number and the standard(s) being scored. Descriptions of each item, along with scoring rubrics and standards, are found in the *ISTEP+ Teacher's Scoring Guide*.
- D** Lists the total number of students tested in the corporation.
- E** Lists the number and percentage of students obtaining each score point.
- F** Lists by condition code the number and percentage of students who did not receive a score.

Condition Codes

A = Blank/no response

B = Illegible/unable to score

C = Written predominantly in language other than English/unable to score

D = Insufficient response/unable to score/copied from text

E = Response not related to test question or scoring rule

Note: All condition codes convert to 0 points obtained.

Highlights of the Undetermined Status Roster

- A** Identifies the school and grade.
- B** Lists students alphabetically who have an Undetermined status.
- C** Indicates which test was invalidated or not completed.
- D** Indicates the test date and identifies the corporation-school number, corporation, county, and state.

Reports for the Corporation Administrator

Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other resources, to evaluate and plan educational priorities.

ISTEP+
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FOR EDUCATIONAL PROGRESS

Academic Standards
Frequency Distribution

Corporation: CORP ONE


Grade: 5

Simulated Data

Purpose


This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/15/03

STRCODES: 4090
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Part 2 Page 1

Summary (Scale Scores)	Science
Number of Students	362
High Score	690
Low Score	105
Local Percentiles	
90	E 483.1
75	402.0
50 (Median)	380.2
25	340.1
10	212.0
Mean	394.3
Standard Deviation	63.5
Score Ranges	
Pass+	
Pass	
Did Not Pass	

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Academic Standards
Frequency Distribution

Corporation: CORP ONE


Grade: 5

Simulated Data

Purpose


This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.



Test Date: 09/15/03

STRCODES: 4090
County: COUNTY ONE
State: INDIANA STATE DEPT OF ED

 Part 1 Page 1

D Science				
C Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent
690	6	1.66	362	100.00
591	1	0.28	356	98.34
577	1	0.28	355	98.07
562	1	0.28	354	97.79
530	11	3.04	353	97.51
529	1	0.28	342	94.48
528	1	0.28	341	94.20
527	1	0.28	340	93.92
521	2	0.55	338	93.65
515	1	0.28	337	93.09
505	2	0.55	336	92.82
504	2	0.55	334	92.27
502	1	0.28	332	91.71
498	1	0.28	331	91.44
496	1	0.28	330	91.16
493	2	0.55	329	90.89
486	1	0.28	327	90.33
483	2	0.55	326	90.06
482	3	0.83	324	89.50
480	2	0.55	321	88.67
479	2	0.55	319	88.12
477	1	0.28	317	87.57
475	2	0.55	316	87.29
471	1	0.28	314	86.74
470	2	0.55	313	86.46
464	1	0.28	311	85.91
463	3	0.83	310	85.64
462	1	0.28	307	84.81
461	1	0.28	306	84.53
460	3	0.83	303	84.25
459	1	0.28	302	83.97
456	1	0.28	301	83.70
454	2	0.55	299	82.86
453	2	0.55	297	82.31
440	4	1.10	293	81.76
439	3	0.83	290	80.93
438	1	0.28	289	79.83
437	1	0.28	288	79.55
435	1	0.28	287	79.27
432	1	0.28	286	78.99
431	1	0.28	285	78.71
425	3	0.83	282	78.43
424	2	0.55	280	77.88
422	1	0.28	279	77.05
420	2	0.55	277	76.77
419	3	0.83	274	76.22
416	2	0.55	272	75.39
415	1	0.28	271	75.11
414	1	0.28	270	75.83
404	1	0.28	269	75.55
403	1	0.28	268	75.27

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**Highlights of
the Academic
Standards
Frequency
Distribution**

- A** Identifies the corporation and grade.
- B** Indicates the test date and identifies the corporation number, county, and state.
- C** Lists the scale scores achieved.
- D** Shows the number and percentage of students who obtained each scale score.
- E** Indicates the scale scores achieved by students at five local percentiles (90, 75, 50, 25, and 10).

Reference

Glossary

Criterion-Referenced Test

A test that reports students' scores relative to the Indiana Academic Standards.

Cut Scores

Cut scores are scale scores that separate and define the performance levels. The cut scores define three general levels of knowledge and skill as follows:

Pass+: The student who scores at or above the cut score in science and is high achieving in this subject.

Pass: The student who scores at or above the cut score in science and demonstrates proficiency in this subject.

Did Not Pass: The student who scores below the cut score and in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as *Undetermined* is for learners whose *ISTEP+* scores for science are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner.

Indiana Academic Standards

To promote student academic achievement, the State Board of Education has adopted challenging standards. These standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year. The standards for science include The Nature of Science and Technology, Scientific Thinking, The Physical Setting, The Living Environment, The Mathematical World, and Common Themes.

Indiana Performance Index

The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Academic Standards that are measured by *ISTEP+*. It represents the expected number of items that the student would have answered correctly if the student had taken 100 similar items for the specific Academic Standard.

Indiana Scale Score

Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on a unique scale.

Mean

The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

Median

The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

Number Correct Scoring

A scoring procedure that involves adding up students' scores on the test questions in a test.

Pattern Scoring

A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

Performance Levels

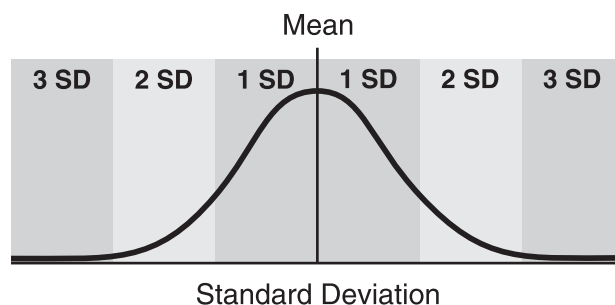
For the Science Assessment, student achievement is reported in terms of three performance levels: Pass+, Pass, and Did Not Pass.

Raw Score

A student's observed score on a test, i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performance on different tests, unless other information about the characteristics of the test is known.

Standard Deviation (SD)

A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five SDs of the mean score.

**Standardized Test**

A test administered in accordance with explicit directions for uniform administration.

Sample Letter to Parents

Dear Parent:

This past fall, students in Grade 5 participated in the Indiana Statewide Testing for Educational Progress (*ISTEP+*). A copy of your child's Student Report for science is enclosed for your review.

The front of the Student Report shows how your child did compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child scored at the Pass+, Pass, or Did Not Pass performance level on the Science Assessment. The report also shows how your child did on each of the science standards.

A student who scores in the Pass+ or Pass performance level exceeds or meets the cut scores in science. A student who scores in the Did Not Pass performance level may require remedial assistance in order to be successful at the current grade.

The back of the Student Report shows how your child did on each of the Applied Skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer. Your child's answers to these Applied Skills items are also available for your inspection at school.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.

Sincerely,

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20 Ryan Ranch Road
Monterey, California 93940-5703
800.538.9547 | www.ctb.com

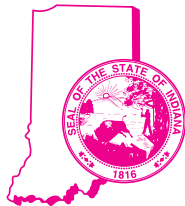


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Guide to Test Interpretation

Grade 5 Science



Indiana Department of Education